DOCUMENT RESUME

ED 059 366 VT 014 574

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TITLE Supply and Demand for Teachers of Vocational Agriculture in 1971. A Staff Study.
INSTITUTION Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE Dec 71
NOTE 30p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Agricultural Education; Agricultural Occupations; Employment Trends; Occupational Surveys; Questionnaires; Teacher Certification; Teacher Education; Teacher Placement; *Teacher Recruitment; Teacher Selection; *Teacher Shortage; *Teacher Supply and Demand; *Vocational Agriculture Teachers

ABSTRACT

To assist in a national recruitment effort, this seventh annual report contains information secured from questionnaires completed by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. Data contained in the report pertain to: (1) number of vocational agriculture positions in the U.S. in 1971, (2) the percentage of graduates entering various occupations, (3) enrollment in colleges of agriculture, (4) types of teaching positions, (5) placement of graduates, (6) employment by states and regions, and (7) a 7-year comparison of selected information on supply and demand of vocational agriculture teachers. Major findings revealed that the number of qualified teachers increased to 1,743, the largest number qualified in any of the past 7 years, but the number of persons entering teaching decreased. Over the past 7 years, the number of teaching positions has stabilized at 10,500, although supervisors predict 11,977 positions by 1975. In terms of teaching positions, 92 percent of all positions were in general or comprehensive high schools and only 3.2 percent were employed in area vocational schools. Nearly two-thirds of the positions involved teaching adults and young farmers as well as high school students. Also available are reports for 1969 (ED 037 563) and 1970 (VT 012 386 in this issue). (SB)

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ED 059366

SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN 1971

A STAFF STUDY BY RALPH J. WOODIN

Issued by
The Department of Agricultural Education
The Ohio State University
Columbus, Ohio 43210
December, 1971

VT014574

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES 1970-71

This is the seventh annual report on Supply and Demand of Teachers of Vocational Agriculture in the United States. This series of studies was planned to assist in a national recruitment effort. During the seven years in which these studies have been made there has been a shortage of teachers each year, and the shortage was still apparent in 1971.

Procedures Used in the Study

Information for the study was provided by head state supervisors and teacher educators in all institutions preparing teachers of vocational agriculture. A questionnaire was mailed to each of these persons about July 20, 1971 in which they were asked to provide information regarding number of graduates qualified and the number of teaching positions available.

Responses were received from every state and every institution. A copy of the questionnaire is included in the Appendix.

Summary and Recommendations

For the convenience of the reader a summary and overview of the major findings, as well as certain recommendations, are included at this point.

A record breaking 1,743 were qualified for teaching vocational agriculture in 1971, the largest number qualified in any of the past seven years. At the same time that the number of persons qualified increased, the number entering teaching decreased. This decrease ranged from 64% entering the profession in 1965 to only 49.6% in 1971. A turn-

over of 9.7% also contributed to the teacher shortage. This percent of teacher turnover is similar to that of other groups of teachers and has ranged from nine to twelve percent for each of the past seven years.

A comparison of the number of teachers of vocational agriculture in the nation over the past seven years shows that the number has stabilized just short of 10,500 positions, although supervisors predict 11,977 positions by 1975. Since 1965 the number of positions has ranged from a low of 10,221 in 1967 to a high of 10,560 in 1969. These figures do not include 897 positions in technical institutes and community colleges.

Type of Teaching Positions

Several trends appear in types of teaching positions in vocational agriculture. Ninety-two percent of all positions were in general or comprehensive high schools and only 3.2% were employed in area vocational schools. Nearly two-thirds of the positions involved teaching adults and young farmers as well as high school students. The number of teachers in multiple departments represented 38% of the total, a figure which has increased each year. More teachers were offering specialized programs in agricultural education. Nearly half of all teachers were offering specialized programs in such areas as Agricultural Business and Supply, Ornamental Horticulture, and Agricultural Mechanics in 1971. Most of these programs, however, were offered on a part-time basis rather than by full time teachers.

Only 747 teachers were employed full time in teaching in specialized programs. This, however, represented an increase of nearly 200 over the previous year. Most teaching positions were filled by fully qualified persons holding a Bachelor's degree. In spite of a seven year shortage of teachers only about 350 teachers held emergency or temporary certificates.

Recommendations

Three years ago the Professional Personnel Recruitment Committee recommended that approximately 1800 persons per year be qualified for teaching vocational agriculture in the nation. This goal has been nearly reached. Assuming that economic and social conditions remain normal it would appear that this goal is a realistic one for the next few years. In view of this goal the following recommendations are suggested:

1. The major thrust of recruitment efforts should be toward encouraging vocational agriculture teachers to recruit some of their best students each year for teaching vocational agriculture.

2. State supervisors and teacher educators should place more emphasis on the placement of qualified teachers. In some cases this may include encouraging teachers to cross state lines to other states where shortages may exist. Efforts must also be made to make salaries of teachers competitive with other fields which they might enter.

3. Teacher turnover should be reduced from it's present level of about 10% to about 7%. Such a reduction in turnover would tend to hold more of the better teachers who leave for other positions.

4. The goal of qualifying 1800 persons each year for teaching vocational agriculture should continue to guide national recruitment efforts. However, each state should generally try to prepare enough teachers to meet it's own needs.

MAJOR FINDINGS

The demand for teachers of vocational agriculture in the nation is shown in Table 1. Last year a turnover of 9.4% required 984 teachers for replacements and for new teaching positions. This table indicates the seriousness of the teacher shortage in that 120 teachers were needed but not available August 1, 1971, and that 47 departments could not operate during the 71-72 school year. The fact that 350 teachers had temporary or emergency teaching certificates is probably another indication of the shortage of teachers.

TABLE 1

NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES IN 1971

Item	Number	Percent
Total positions as of 6/30/71	10,438*	
New and replacement positions filled during 1970-71 school year	984	9.4
New positions added during 1970-71 school year	136	1.3
Teachers needed but unavailable 8/1/71	120	1.1
Number of newly qualified teachers available 8/1/71	82	.8
Teachers with temporary or emergency certificates	350	3.4
Departments which will not operate in 1971-72 because of the teacher shortage	47	.5
Estimated number of teaching positions by 1975	11,977	114.7

* Does not include 897 positions in technical institutes and community colleges.

There was a slight decrease in the number of positions during the past year with a total of 10,438 compared to a total of 10,520 in the previous year. When supervisors were asked to project the number of teaching positions in their states by 1975 they indicated an increase of 1,539 positions, or an annual increase of 513 positions for the next three years.

Supply of Agricultural Education Graduates

A total of 1,743 teachers were qualified by 80 institutions last year and of these 864 assumed teaching positions in vocational agriculture representing 49.6% of the total. Twelve percent entered the Armed Forces last year, leaving a balance of 38.4% of those qualified who entered other occupations such as teaching other subjects, farm sales and service, farming and graduate work. Table 2 shows a comparison of the number of qualified graduates entering various occupations over a seven-year period.

TABLE 2

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968	1969	1970	1971
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6	56.9	51.0	49.6
Graduate Work	9.2	10.0	12.4	7.8	9.3	9.0	9.1
Other Work	4.7	8.2	7.2	7.8	7.6	11.0	11.0
In Armed Forces	6.7	7.0	5.5	10.3	8.4	12.7	12.0
Teaching Other Subjects	6.2	5.4	8.2	7.5	11.4	7.3	6.1
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0	2.7	4.1	5.1
Farming	3.0	2.6	3.3	3.0	3.7	4.9	7.1
Total Number Qualified	1038	1151	1233	1314	1566	1700	1743
Total Number Placed in Vo-Ag	671	706	742	809	891	866	864

The major changes noted last year were an increase in the number entering the armed forces; farm sales, service and supply; and farming. The most important change, however, was in terms of the percent teaching vocational agriculture. This percentage has decreased consistently for the past seven years and made its sharpest decrease last year.

Numbers Qualified in Agricultural Education

It would appear that there should be a close relationship between the number of agricultural teachers qualified and the number of persons enrolled in agricultural colleges. A comparison of these enrollments is shown in Table 3. This table shows a more rapid increase in agricultural college enrollments than in enrollments in agricultural education. It does show, however, that the percent of total college enrollments in agricultural education has remained constant since 1965. Figure I shows the same figures in graphic form.

TABLE 3

ENROLLMENT IN COLLEGES OF AGRICULTURE
COMPARED WITH NUMBERS QUALIFIED IN AGRICULTURAL EDUCATION
1959-1971

Academic Year	Enrollment in Agriculture		Percent	Number Qualified in Agricultural Education		Percent	Percent of Agriculture Enrollment
1959-60	33,968	=	100%	1,324	=	100%	3.9
1964-65	39,623		116.6	1,110		83.8	2.8
1968-69	52,935		155.8	1,566		118.2	3.1
1969-70	57,517		169.3	1,700		128.4	3.0
1970-71	62,863		185.0	1,743		131.6	2.8

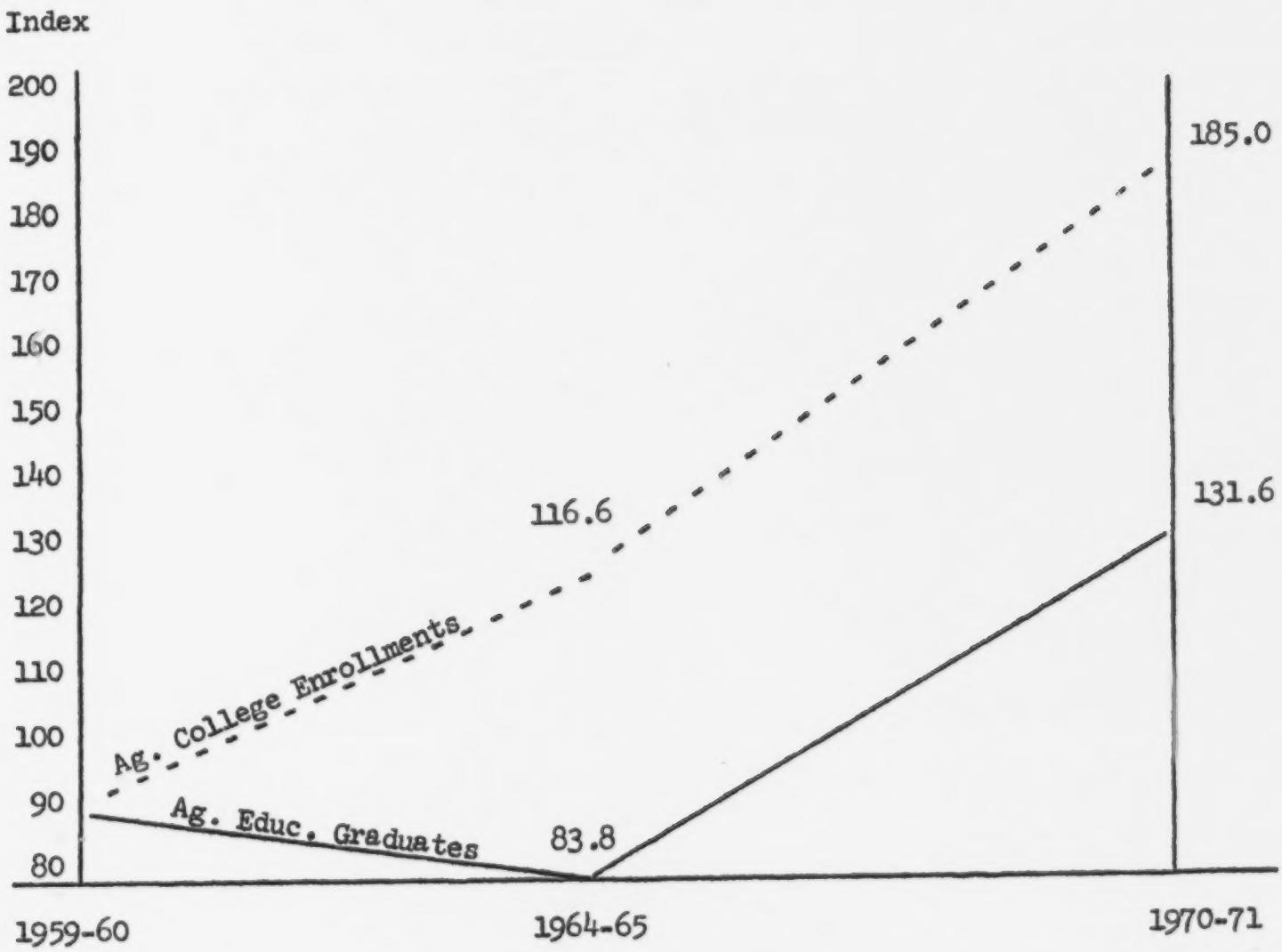

Figure 1: Comparison of Agricultural College enrollments and numbers qualified for teaching vocational agriculture.

A Seven Year Comparison of
Teacher Supply and Demand

A seven year comparison of the number of positions in teaching vocational agriculture shows little change during this period. The highest number of teaching positions was shown in 1968 when there were 10,606.

The seriousness of the teacher shortage is shown in the column entitled "Teachers Needed But Not Available August 1." This indicates that the teacher shortage reached it's height in 1968 and has been alleviated since, but that last year 120 more teachers were needed than were available.

TABLE 4

A SEVEN YEAR COMPARISON OF SELECTED INFORMATION ON
SUPPLY AND DEMAND OF TEACHERS OF VOCATIONAL AGRICULTURE

Year	Total No. of Positions	Teachers Needed But Not Available August 1	Total Qualified for Teaching	Percent Qualified Entering Vo-Ag Teaching
1965	10,378	120	1,038	64.6
1966	10,325	162	1,151	61.4
1967	10,221	232	1,233	60.2
1968	10,606	141	1,314	61.6
1969	10,560	121	1,566	56.9
1970	10,520	171	1,700	51.0
1971	10,438*	120	1,743	49.6

*The figure for 1971 does not include 897 teachers of agricultural technicians in technical institutes, community colleges and similar institutions.

Changes in Teacher Responsibilities

Some of the changes in vocational agriculture teaching positions are shown in Table 5. This table shows that 61.2% of teachers taught both high school and continuing education classes for adult and young farmers. Only 228 were full time teachers of adult and young farmer classes. 92% of the vocational agriculture positions were located in comprehensive or general high schools and only 3.2% in area vocational schools. About 62% of the teachers were in single teacher departments, as compared to 65% in the previous year.

About 43% of all teachers were full time teachers of production agriculture, which was about the same as the previous year. The number of teachers combining production agriculture with one or more classes in specialized programs such as Agricultural Supply, Agricultural Mechanics, etc. represented 39.2% of the total.

The number of teachers with full-time responsibility for specialized programs, such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc. remained low. Only 747 such full time positions existed, and this represented only 7.2% of the total.

For the first time supervisors were asked this year to indicate the number of teachers in their respective states by months of employment. Traditionally teaching vocational agriculture has been a twelve month job, and the responses indicate this is still true for most teachers.

9,092 teachers, or 87.1% of the total number, were reported to be on 12 month contracts; and an additional 925, or 8.9%, were employed for 11 months. This accounts for 96% of all teachers as employed for either 11 or 12 months per year.

Of the remaining teachers only 335, or 3.2%, were employed on 10 month contracts; while 86 teachers, representing .8% of the total, were on 9 month contracts.

TABLE 5

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
IN 1971

Type of Position	Number	Percent
By Kind of Students		
Teachers of adult and young farmer classes only	228	2.2
Teachers of high school classes only	3825	36.6
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6385	61.2
Teachers of agriculture in community or junior colleges, or technical institutes	897	___
By Kind of School		
Teachers in general or comprehensive high schools	9589	91.9
Teachers in area vocational schools	332	3.2
Teachers in vocational high schools	517	4.9
By Size of Staff		
Teachers in single teacher departments	6474	62.0
Teachers in multiple teacher departments	3964	38.0
By Kind of Programs		
Teachers in full time production agriculture programs	4456	42.7
Teachers in part-time production agriculture programs and had one or more classes in specialized programs such as Agricultural Supplies, Agricultural Mechanics, etc.	4092	39.2
Teachers in full time specialized programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products, etc.	747	7.2
Teachers in some combination of agricultural and academic subjects	1143	10.9

Agricultural Education Graduates
by States and Regions

There was a close relationship between the regions with the largest number of teaching positions and those producing the largest number of qualified graduates. The Southern Region, for example, had 4887 teaching positions, produced 822 qualified graduates of which 382 were placed in teaching representing 46.5% of the total. The Pacific Region had the highest placement rate with 69.3%.

TABLE 6

PLACEMENT OF AGRICULTURAL EDUCATION GRADUATES
BY REGIONS IN 1971

Region	Teaching Positions	Number Qualified Graduates	Number Placed in Teaching Vo-Ag	% Placed in Teaching Vo-Ag
Southern	4887	822	382	46.5
Central	3337	610	301	49.3
Pacific	1257	205	142	69.3
North Atlantic	957	106	39	36.8

A comparison of the numbers of teaching positions in each of the states and regions is shown in Table 7. The number of teacher replacements was highest in the Central Region which required 402 teachers, followed by the Southern Region which required 362. The Atlantic Region had a need for 74 teachers and the Pacific Region 146.

TABLE 7

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1971

North Atlantic Region

State	Total Positions 8/1/71	Change in Total Positions Since 8/1/70	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/71	Teachers Still Needed 8/1/71	Total Teachers Needed
Pennsylvania	298	+ 8	320	31	11	42
New York	256	+ 5	275	16	0	16
West Virginia	94	- 2	80	3	0	3
Maryland	68	+ 1	87	3	4	7
Massachusetts	57	0	67	4	0	4
Connecticut	44	+ 2	50	4	1	5
New Jersey	40	0	75	3	3	6
Vermont	31	+ 3	40	5	2	7
Delaware	19	+ 2	30	0	0	0
Maine	21	- 1	30	2	3	5
Rhode Island	14	+ 1	25	1	1	2
New Hampshire	15	+ 3	25	2	0	2
TOTAL FOR REGION	957	+ 22	1104	74	25	99

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1971

Central Region

State	Total Positions 8/1/71	Change in Total Positions Since 8/1/70	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/71	Teachers Still Needed 8/1/71	Total Teachers Needed
Illinois	458	+ 1	657	43	0	43
Ohio	474	+16	600	48	5	53
Minnesota	406	+22	500	56	6	62
Wisconsin	328	+ 1	340	35	0	35
Kentucky	284	- 1	280	30	0	30
Indiana	267	+ 2	300	46	6	52
Missouri	247	+10	290	24	0	24
Iowa	241	0	260	34	0	34
Michigan	184	+ 1	180	21	3	24
Kansas	172	+ 1	195	30	1	31
Nebraska	133	+ 6	150	27	0	27
North Dakota	79	+ 8	100	0	5	5
South Dakota	64	0	75	8	2	10
TOTAL FOR REGION	3337	+67	3927	402	28	430

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1971

Pacific Region

State	Total Positions 8/1/71	Change in Total Positions Since 8/1/70	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed 8/1/71	Teachers Still Needed 8/1/71	Total Teachers Needed
California	459	+28	530	45	6	51
Washington	160	+ 1	200	20	3	23
Oregon	136	+ 3	130	22	4	26
Colorado	76	+ 2	95	10	0	10
Idaho	70	0	78	7	0	7
Utah	62	+ 1	65	5	0	5
New Mexico	74	+ 2	83	12	0	12
Montana	67	+ 5	75	14	1	15
Arizona	58	+ 8	70	6	0	6
Wyoming	47	- 4	48	0	0	0
Hawaii	31	+ 1	35	2	0	2
Nevada	17	0	25	3	0	3
TOTAL FOR REGION	1257	+47	1434	146	14	160

TABLE 7 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1971

Southern Region

State	Total Positions 8/1/71	Change in Total Positions Since 8/1/70	Estimated Number of Teachers Needed by 1975	Number of New and Replacement Teachers Employed to 8/1/71	Teachers Still Needed 8/1/71	Total Teachers Needed
Texas	1207	+25	1425	25	0	25
North Carolina	541	-32	600	16	3	19
Alabama	392	+ 2	475	42	5	47
Oklahoma	387	+ 4	395	35	0	35
Georgia	349	- 3	400	37	6	43
Virginia	352	+ 3	375	42	8	50
Florida	349	+24	485	40	10	50
Mississippi	242	+ 3	272	11	2	13
Louisiana	293	+ 1	310	35	0	35
Arkansas	259	- 5	225	27	9	36
South Carolina	252	-16	275	30	7	37
Tennessee	264	- 6	275	22	3	25
TOTAL FOR REGION	4887	0	5512	362	53	415
TOTAL FOR THE UNITED STATES	10,438*	136+	11,977	984	120	1,104

*Plus 897 Teachers of Agricultural Technicians in Technical Institutes, Junior and Community Colleges.

Number of Teachers Prepared by State and Region

Table 8 shows that of 1,743 persons prepared for teaching vocational agriculture in the United States in 80 different institutions, that 864 became teachers of vocational agriculture, 210 entered the armed forces, and 669 were otherwise employed. The largest number of teachers, 822 were prepared in the Southern Region, followed by 610 in the Central Region. Two hundred and five were prepared in the Pacific Region and 106 in the North Atlantic Region.

In most states one university has been designated for preparation of teachers of vocational agriculture. States with more than one institution preparing teachers of vocational agriculture included Texas with 9; Illinois and Louisiana with 4; Alabama, Arkansas, California, Kentucky and Wisconsin with 3 each; and Delaware, Florida, Georgia, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia each with two.

A comparison of the number of teachers qualified and the numbers employed but not teaching in Table 9, shows that all of the regions had an appreciable number of qualified persons entering other positions. It also shows that few persons, qualified as teachers, left their home states to find employment.

Table 10 lists all states with 12 or more Agricultural Education graduates employed but not teaching vocational agriculture. These states may well represent desirable places to look for teachers of vocational agriculture by those anticipating a shortage. Table 10 shows that the first three states listed - Texas, Illinois and Kentucky - had a total of 250 qualified persons last year who were employed in occupations other than teaching vocational agriculture.

TABLE 8

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1970-71 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	North Atlantic Region				
Connecticut	University of Connecticut	1	1	3	5
Delaware	University of Delaware	2	0	2	4
	Delaware State College, Dover	1	0	0	1
Maine	University of Maine	no department			
Maryland	University of Maryland	2	1	3	6
	University of Maryland, Eastern Shore	1	2	2	5
Massachusetts	University of Massachusetts	1	0	3	4
New Hampshire	University of New Hampshire	3	0	0	3
New Jersey	Rutgers University	0	2	11	13
New York	Cornell University	6	4	12	22
Pennsylvania	Penn. State University	14	1	12	27
Rhode Island	University of Rhode Island	4	1	2	7
Vermont	University of Vermont	2	0	2	4
West Virginia	West Virginia University	2	0	3	5
TOTAL FOR REGION		39	12	55	106

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1970-71 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Central Region				
Illinois	Illinois State University	23	12	29	64
	Southern Illinois University	8	1	15	24
	University of Illinois	6	5	9	20
	Western Illinois University	7	1	8	16
Indiana	Purdue University	21	2	22	45
Iowa	Iowa State University	29	8	8	45
Kansas	Kansas State University	13	9	12	34
Kentucky	Murray State University	13	0	3	16
	University of Kentucky	6	2	12	20
	Western Kentucky University	9	0	9	18
Michigan	Michigan State University	15	1	9	25
Minnesota	University of Minnesota	24	4	10	38
Missouri	University of Missouri	18	6	7	31
Nebraska	University of Nebraska	15	9	16	40
North Dakota	North Dakota State Univ.	10	6	4	20
Ohio	Ohio State University	43	8	21	72
South Dakota	South Dakota State Univ.	11	9	2	22
Wisconsin	University of Wisconsin	4	1	4	9
	Wisconsin State Univ. - River Falls	15	2	14	31
	Wisconsin State Univ. - Platteville	11	1	8	20
TOTAL FOR REGION		301	87	222	610

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1970-71 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Pacific Region				
Arizona	University of Arizona	6	3	1	10
California	California State Polytechnic	17	1	1	19
	University of California, Davis	13	2	0	15
	Fresno State	17	0	2	19
Colorado	Colorado State University	15	6	11	32
Idaho	University of Idaho	12	2	6	20
Montana	Montana State University	10	1	2	13
Nevada	University of Nevada	4	1	0	5
New Mexico	New Mexico State University	14	1	5	20
Oregon	Oregon State University	10	3	1	14
Utah	Utah State University	4	0	6	10
Washington	Washington State University	14	1	1	16
Wyoming	University of Wyoming	6	2	4	12
TOTAL FOR REGION		142	23	40	205

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1970-71 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Southern Region				
Alabama	Alabama A & M College	1	0	2	3
	Auburn University	30	5	16	51
	Tuskeegee Institute	2	0	8	10
Arkansas	A. M. & N. College	5	2	6	13
	Arkansas State University	10	2	11	23
	University of Arkansas	5	5	5	15
Florida	Florida A & M University	3	0	0	3
	University of Florida	25	0	2	27
Georgia	Fort Valley State College	1	0	7	8
	University of Georgia	9	0	6	15
Louisiana	Louisiana State University	6	1	7	14
	Southern Louisiana	1	1	5	7
	University of S. W. Louisiana	7	2	5	14
	Louisiana Tech. Univ.	3	1	3	7
Mississippi	Alcorn A & M College	7	8	18	33
	Mississippi State University	26	1	3	30
North Carolina	North Carolina State University	13	3	16	32
	A & T State University	3	0	9	12
Oklahoma	Oklahoma State University	32	5	31	68
Puerto Rico	(no report)				

TABLE 8 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1970-71 SCHOOL YEAR

State	Institutions Reporting	Number of Qualified Graduates: Teaching Vo-Ag	In Armed Forces	Otherwise Employed	Total Qualified Graduates
	Southern Region (continued)				
South Carolina	Clemson University	10	2	14	26
	South Carolina State College	0	4	4	8
Tennessee	Tenn. A & I State University	10	5	8	23
	University of Tennessee	10	1	3	14
Texas	Texas A & M University	25	12	24	61
	East Texas State University	31	6	12	49
	Prairie View A & M College	0	1	1	2
	Sam Houston College	32	6	25	63
	South West Texas State College	4	3	8	15
	Stephen F. Austin State College	5	3	14	22
	Tarleton State College	26	3	40	69
	Texas College of A & I	9	3	3	15
	Texas Technological College	12	2	29	43
Virginia	Virginia State College	3	1	3	7
	Virginia Polytechnic Institute	16	0	4	20
TOTAL FOR REGION		382	88	352	822
TOTAL FOR THE UNITED STATES		864	210	669	1743

TABLE 9

AGRICULTURAL EDUCATION GRADUATES EMPLOYED
OUTSIDE THE STATE WHERE QUALIFIED
- BY REGION

Region	Teachers Qualified	Employed But Not in Teaching	Employed Outside the State
North Atlantic	106	55	7
Central Region	610	222	29
Pacific Region	205	40	18
Southern Region	822	352	38
TOTAL	1743	669	92

Suggestions to States With
Teacher Shortages

Tables 9 and 10 are included in this year's study in order to aid those who may wish to find additional teachers from other states. Table 9 shows that a sizable number of persons who were qualified for teaching entered other fields - 669. Probably some of these persons would have entered teaching had the opportunity been presented to them at the time they were first qualified. Another figure with implications for teacher placement is that only 92 persons, or less than 8% of those employed, were employed outside their home states. Table 10 presents a list of 18 states where 12 or more persons, who were qualified for teaching vocational agriculture, entered other employment. Such states should be promising sources of teachers for those willing to compete for them in the job market.

Interstate efforts at teacher placement have not been widely practiced in agricultural education in the past but would seem to offer one means of alleviating the shortage of teachers of vocational agriculture.

TABLE 10

STATES WITH TWELVE OR MORE
AGRICULTURAL EDUCATION GRADUATES EMPLOYED
IN POSITIONS OTHER THAN TEACHING
VOCATIONAL AGRICULTURE

State	Total Qualified	Employed in Other Positions
Texas	339	156
Illinois	124	61
Kentucky	79	33
Oklahoma	68	31
Alabama	64	26
Wisconsin	50	26
Arkansas	48	22
Indiana	45	22
Mississippi	63	21
Ohio	72	21
Louisiana	42	20
South Carolina	34	18
North Carolina	32	16
Nebraska	40	16
California	85	14
Kansas	34	12
New York	22	12
Pennsylvania	27	12

APPENDIX

Appendix I

RETURN TO: Dr. Ralph J. Woodin
Department of Agricultural Education
Room 203, Agricultural Administration Building
The Ohio State University
2120 Fyffe Road
Columbus, Ohio 43210

By August 15, 1971

SURVEY OF TEACHER SUPPLY AND DEMAND IN VOCATIONAL AGRICULTURE

Name_____ Position_____ State_____

1. Number of teachers of vocational agriculture employed in your state during the 1970-71 school year. _____ (Do not include teachers in Technical Institutes and Community Colleges.)

2. Number of replacements required for the above teachers during the past year. _____

3. Number of new and additional positions in teaching vocational agriculture which became available during the past year (7/1/70 to 6/30/71). _____ Number of positions discontinued. _____ Net gain in number of positions during past year. _____

4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/71). _____

5. Number of vocational agriculture teachers still needed (7/1/71) but not available in your state. _____

6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____

7. Number of departments which probably will not operate this year because of a shortage of teachers. _____

8. Estimated total number of teaching positions in vocational agriculture in full-time equivalents in your state by 1975. _____

9. Of the total number of vocational agriculture teachers reported in Item 1, how many teachers:

   9.1 taught adult and young farmer classes only _____.

   9.2 taught high school classes only _____.

   9.3 taught both high school and out-of-school classes (adult and/or young farmer classes) _____.

   (9.1 + 9.2 + 9.3 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.5 taught in general or comprehensive high schools _____.

9.6 taught in vocational high schools _____.

9.7 taught in area vocational schools _____.

(9.5 + 9.6 + 9.7 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.8 taught in single teacher departments _____.

9.9 taught in multiple teacher departments _____.

(9.8 + 9.9 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1:

9.10 taught full time in production agriculture programs _____.

9.11 taught part-time in production agriculture programs and had one or more classes in specialized programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.12 taught full time in programs such as Agricultural Supplies, Agricultural Mechanics, Agricultural Products (processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry _____.

9.13 taught some combination of agricultural and academic subjects _____.

(9.10 + 9.11 + 9.12 + 9.13 should equal the number of teachers reported in Item 1.)

How many teachers reported in Item 1 had contracts for employment of:

9.14 Nine months _____
9.15 Ten months _____
9.16 Eleven months _____
9.17 Twelve months _____

(9.14 + 9.15 + 9.16 + 9.17 should equal the number of teachers reported in Item 1)

10. In addition to the teachers of vocational agriculture reported in Item 1, how many teachers were employed as teachers of agriculture in:

Community or Junior Colleges _____.

Technical Institutes _____.

RJW:zp

Number qualified for teaching vocational agriculture from your college or university 6/30/70 to 7/1/71 _____.

Of those qualified above, how many had entered the following occupations by 8/15/71:

Teaching Vo-Ag _____
Teaching other subjects _____
Farm sales service or supply _____
Of those qualified in 1970 how many were employed in Vo-Ag outside your state? _____

Farming _____
Graduate work _____
Armed Forces _____
Other _____

Total undergraduate enrollment in agriculture including agricultural education in your institution for the year 1970-71 _____.

Signed _____ Institution _____